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PREVENTION OF ADAPTATION DISORDERS IN PRIMARY SCHOOL CHILDREN

Relevance: One of the priorities of the government and the healthcare system is currently the implementation of measures to improve the medical care of children and adolescents, which are specified in a number of Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan, No.PP-216 dated April 25, 2022 "On strengthening maternal and child health in 2022-2026." The tasks of prevention, diagnosis and rehabilitation of children's developmental disorders are extremely relevant and priority for healthcare in many countries of the world, including in Uzbekistan.

Currently, school-age children are exposed to the most powerful effects of information flows that are not adapted for their perception, which negatively affects the development of somatics and psyche. Their body is formed in constantly deteriorating environmental conditions, which cannot but affect biological processes, in particular, it leads to impaired somatic and physical development (Baranov A.A., 2017; Shcheplyagina L.A., 2018; Bartelink, B. et al. 2019; Switkowski K. M., et al. 2019).

The purpose of the study: to study the prevalence, clinical characteristics and scientifically substantiate, implement a systematic approach to the prevention of adaptation disorders in primary school children and evaluate its effectiveness.

1. To identify the main current clinical and epidemiological trends in the prevalence of disorders of adaptation and development of primary school children in modern conditions.

2. To systematize risk factors (constitutional-biological, exogenous-organic, environmental) and mechanisms of formation of maladaptation disorders in children.

3. To study and identify the criteria for the diagnosis of pre-nosological and nosological forms of adaptation disorders and the clinical structure of the detected forms of adaptation disorders with the establishment of the stages of formation.

4. To propose a method for predicting the course of school adaptation and a way to identify school maladaptation.

5. To test and implement the concept of a systematic approach to the prevention of developmental disorders, a conceptual medical, psychological and pedagogical model of preventive work in educational institutions and evaluate its effectiveness.

Methods of the planned research:

To obtain objective information and conduct analysis, it is planned to use clinical, laboratory and instrumental, functional, psychological and pedagogical research methods.

Continuous, documentary, prospective and longitudinal statistical processing methods are used. The representativeness and reliability of the study will be ensured by uniform diagnostic criteria and methodological methods, the completeness of the coverage of the studied material, a large volume of clinical and epidemiological material, and a set of examination techniques and tools.

The following methods will be used as the main ones:

1. Clinical and epidemiological analysis (analysis of the data obtained on the prevalence of adaptation disorders, predisposition and risk factors for disorders).

2. Clinical (dynamic, catamnestic).

3. Assessment of the functional state of the cardiovascular and autonomic nervous systems.

4. Assessment of physical development according to WHO recommendations.
 5. Medical and social history (social characteristics of the examined persons).
 6. Experimental psychological (pathopharacterological diagnostic questionnaire, Dembo-Rubinstein test, standardized personality research method, school anxiety test).
 7. Studying the level of educational activity.
 8. Static (variational, correlation, regression, variance and factor analysis).
- The expected scientific novelty.

The scientific novelty of the study lies in the fact that:

for the first time in the Ferghana Valley region, based on the materials of a clinical and epidemiological study in an organized population of primary school-age children, the factors responsible for children's adaptation disorders in the educational process will be studied, revealing patterns and relationships between the level of their somatic health and physical development and the conditions of education and upbringing;

somatic factors of the formation of adaptation disorders that are relevant at the present stage will be identified.;

The clinical and medical-social characteristics of children with maladjustment will be studied.;

A new approach to prevention and rehabilitation of primary school-age children with adaptation disorders in conditions as close as possible to the subjects of the educational process will be proposed, which determines the great applied significance of the conducted research.

Practical significance.

The data obtained on the actual prevalence and clinical structure of adaptation disorders can be used in planning therapeutic and preventive care for children.;

The revealed frequency of risk factors for adaptation disorders can be the scientific basis for the development of methods for correcting developmental disorders in children.

The identified markers of adaptation disorders substantiate the possibility of pre-nosological diagnosis of adaptation disorders and related developmental disorders.

A method of individual and collective approach to prevention and rehabilitation of primary school-age children with impaired adaptation and development will be recommended in practical healthcare.

The regulatory data obtained will be recommended to general practitioners; pediatricians, school doctors, and general practitioners.

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